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ABSTRACT

This paper describes alternative assessments being used successfully at two elementary magnet schools in North Carolina and summarizes case studies of the assessment development process. Assessments, grade levels, school years, and school districts in the case studies differed, but commonalities in developing the assessments enabled the researchers to adapt a seven-step practice-based model from the SouthEastern Regional Vision for Education (SERVE), the federal education laboratory in their region, to describe the process. In one school, the assessment system was a continuous progress method of evaluating students and communicating information to parents. In the other, the assessment incorporated the multiple intelligences and arts integration aspects of their curriculum. To see if the model might be applicable to other schools, it was used as part of a teacher in-service program on assessment for 30 elementary school teachers and then presented to a second group of teachers at a summer institute. Information from the multiple data sources of this study indicates that the practice-based assessment model derived from the initial case studies is effective for other schools. (SLD)

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Evaluating a Practice-Based Model to Develop Successful Alternative Assessments at Instructionally Innovative Elementary Schools

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Introduction

The literature of education reform is replete with calls for performance assessment, authentic assessment, and/or alternative assessment, but there is a need for information from teachers and administrators actually involved in the development and use of such assessments (Anderson, Herr, & Nihlen, 1994; Baron & Boschee, 1995). When schools use innovative, reform-based instructional approaches, staff members must expand their assessment methods (Caine & Caine, 1997). Traditional methods such as multiple-choice tests provide only a one-dimensional picture of complex student outcomes. Teachers and school administrators sense that more is needed, yet they have little information from other practitioners involved in developing assessments for innovative instruction. This paper describes alternative assessments being used successfully at two elementary schools in North Carolina and summarizes case studies of the assessment development process (Hudson & Penta, 1998). Assessments, grade levels, school years, and districts in the case studies differed; however, commonalities in developing the assessments enabled the researchers to adapt a seven-step, practice-based model from SERVE, the federal education laboratory in their region, to describe the process (SERVE, 1997). The researchers then evaluated the utility of the model in

- representing the nature of the assessment development process based on actual practitioner experience and
- conveying practice-based experience about assessment development to trainers and teachers in other schools.

A mixed-method qualitative approach was used in this three-year study. During the first year, the research team, an evaluator at a local education agency and a university faculty member, conduced case studies of two elementary schools that had developed successful alternative assessments for their instructionally innovative programs. In year two, the team used content analysis to identify commonalities in each school's development process and fit these to a systems model from SERVE, the South Eastern Regional Vision for Education in Greensboro, NC. In the final year, the researchers used this practice-based model with other schools needing to develop assessments for integrated arts curricula and with faculty who would be training them to do this (Gardner, 1990). The focus of research in the third year was to evaluate the efficacy of

the model in representing the experiences of these groups; and, if the model effectively portrayed their practice, suggest its validity to facilitate assessment development at other schools. Grounded theory was used to analyze interrelationships among the multiple data sources in this phase of the study (Creswell, 1994).

Case Study Summaries

Need for a Practice-Based Model

Teachers and administrators feel both the need and the desire to develop new methods of assessment consistent with instructional innovations at their schools, but this is a complex undertaking that can seem overwhelming. When external or top-down development models are used, they may impede rather than facilitate the development process because they often do not reflect the reality of teachers' experience. An assessment model derived from practice seems more authentic to teachers and enables them to conceptualize the overall process, identify steps that they can take, complete these steps effectively, and integrate them with colleagues' steps to develop successful assessments. For this reason, the authors decided to look at the commonalities in assessment development at the case study schools, Peeler Elementary in Greensboro, NC, and Bugg Elementary in Raleigh, NC, with an eye toward depicting the process in a way that would be effective for other schools.

The Schools

When they discovered that the system's report card did not do justice to their unique, child-centered, self-pacing curriculum, teachers at Peeler Elementary, an ungraded open school, developed a continuous progress method of evaluating students and a corresponding progress report to summarize and communicate this information to parents. Teachers at Bugg Elementary arts and science magnet school developed an integrated arts unit to assess social studies through music and dance. They created an assessment that incorporated the multiple intelligences and arts integration aspects of their curriculum as well as addressing related goals and objectives of the state curriculum. Based on the experiences of teachers and administrators at these two schools, and the fact successful assessments had resulted, the authors analyzed the assessment development process at both schools, identified commonalities—consistent patterns of similarities or differences, and related these to a systems model that SERVE had designed for its assessment training manuals. (Figure 1).

Similarities

While the teachers at Peeler and Bugg created different types of alternative assessments, there were many similarities in the development process. On the surface, the most obvious similarity is that both are magnet schools. As such, they have a unique theme or philosophy that entices parents to send their children to the schools. With that uniqueness goes an expectation that the schools will be innovative, and that they will pilot approaches that may eventually be disseminated to other schools. In addition to drawing families, the unique instructional approaches at Peeler and Bugg attract competent, creative staff members to the schools.

Instructional innovations at both schools meant that assessment and reporting methods needed to chance. At Peeler, the teachers were practicing developmentally appropriate, individualized teaching in multi-aged classrooms, but were asked to translate those practices into graded promotion standards and standardized report cards. At Bugg, teachers were focusing on the multiple intelligences and arts integration, yet they were expected to translate such creative approaches into number and letter grades.

While teachers at Peeler and Bugg were frustrated with existing assessment practice and wanted something different, they did not initially have the knowledge necessary to develop it. Developing that expertise required resources. Grants from various sources and the workshops and released time funded by these allowed the teachers to become communities of learners. As individuals and as a group, they read about and attended conferences on alternative assessment. Teachers at both schools participated in meetings that focused on developing and sharing knowledge about assessment. By meeting with local groups and with those in other areas who were working on similar projects, they were able to study examples of alternative assessment done elsewhere. At both Peeler and Bugg, staff development focused on assessment that was developmentally appropriate, aligned to the curriculum, and sensitive to learning styles or multiple intelligences.

Teachers at Peeler and Bugg demonstrated a willingness to take risks, to try something different. Their dialogue about innovative instruction and desired outcomes kept both groups moving forward, but they also needed support and encouragement from others within and outside the school. In Peeler's case, that support and encouragement came from the principal and from outside facilitators. In Bugg's case, the principal assisted with planning and scheduling, but

much of the support and encouragement came from a staff development consultant from SERVE and from a key central office staff member.

The importance of both internal and external support was also apparent in the ways teachers were perceived, by themselves and others. At both Peeler and Bugg, teachers' expertise was recognized from the beginning of the process. The principal and/or central office support persons functioned as facilitators as teachers discovered and built on their own expertise. Peeler teachers started with the question, "What do we want our children to look like when they enter 3rd grade," while Bugg started with curriculum alignment, but in both cases, the focus was on what teachers know about instruction and assessment. Eventually, teachers began to see themselves as experts and began assisting others at their schools as well as presenting their work at area schools.

The first step in implementation at both schools was a pilot, during which a core group of teachers created and used alternative assessments. At Peeler, the focus was on creating a readiness among parents for the information provided by the new assessment. At Bugg, the pilot generated desire among students for more alternative assessment, which they shared with their other teachers. Another similarity in the implementation process was the continuing commitment to staff development and to practice. In Peeler's case, for instance, the assessment has now been in place for several years. Though only two of the original creators are still teaching in the primary grades, time allocated to train new staff has ensured that alternative assessment has become a part of the culture, a given in "the way we do things around here." Following the pilot at Bugg, the project expanded from one grade to four, and the two remaining grade levels will come on board in the next phase.

Differences

In the initial year at Peeler, the development group shared with and talked to teachers at other grade levels, but formal training was not offered; whereas, Bugg implemented an assessment training strand for all teachers and staff. When a core group begins an innovation within a school, information about the change must be available to others, but this sharing can occur either formally of informally. At Peeler, involvement and education of parents was an important aspect of the development group's work. In their initial year, the core group at Bugg focused on implementation with students and information for teachers. Realizing the need to

inform and involve parents, they worked with the school improvement team to include parent education in the school plan for the following year.

The sophistication of the technology at Peeler and Bugg differed, but the use of technology for assessment places similar expectations on those involved. They must identify and obtain appropriate computer hardware and software, and they must have training and technical assistance to use it effectively. The Peeler teachers needed a word-processing program that could accommodate tables and rating scales for their 14-page student assessments as well as the tri-fold progress summaries for parents. One team member mastered the software selected by the team and served as technology "guru" for entering information and formatting tables. Not all team members became proficient with the program, but they were able to use it to enter student data.

Although Bugg's decision to use electronic portfolio assessments required very sophisticated technology, the basic problems still involved identifying appropriate hardware and software and using it effectively. As at Peeler, not all teachers on the team became proficient with the software. Because of difficulties with the software as well as delays in completing the local area network to run and store it, the electronic part of Bugg's portfolios was not fully deployed. Instead, teachers relied on more traditional formats to capture student performances, i.e., audio- and video-tapes, written assignments, posters and charts. Teachers and students both used scoring rubrics to assess performances.

At Peeler, the impetus for a change in assessment came from within. Teachers were uncomfortable with the match between how they taught students and how they were asked to assess them. Part of the motivation for change at Bugg was external because development of alternative assessments was an objective of a federal magnet grant. However, the grant objective reflected a real need for change at Bugg. Because of their integrated arts program and use of multiple intelligences, teachers knew that more flexible assessments were needed to reflect new methods of instruction. Whether internal or external, changes in assessment at both schools were tied directly to the instructional program and were, in that sense, internal. Teachers sensed a need and undertook a change process to fill the need.

Incorporating Similarities and Differences into the Model

The authors used the term *commonalities* to refer to patterns of events that occurred consistently at both schools, whether the patterns were similar or different. For example, both schools had a similar need for administrative support to facilitate their alternative assessment work. At Peeler, this came directly from the principal. At Bugg, it came primarily from the central office, with endorsement and planning assistance from the principal. Both schools needed faculty buy-in, but obtained it in different ways. Teachers outside the development group at Peeler received informal information about the assessments, whereas staff development about alternative assessment was offered for all teachers at Bugg

Peeler and Bugg are both in SERVE's region of the United States, and resources of the laboratory were used, albeit differently, by each school. SERVE staff had provided training and technical assistance at several schools that Peeler teachers visited when they were learning about assessment, and the consultant who worked with the Bugg teachers was from SERVE. Thus, the authors' use of a model from SERVE was appropriate. The model is included in one of SERVE's assessment training manuals (SERVE, 1997), but was not actually used by SERVE at Peeler or Bugg. The authors considered several models around which to structure the similarities and differences in the two case studies, but the SERVE model seemed most promising (Figure 1). It includes seven areas: *Faculty Buy-In, Leadership, Staff Development, Resources, Curriculum Instruction, Support*, and *Student Impact*. The areas are not sequential, they may occur in any order, and events in several areas may co-occur. Double-sided arrows indicate that events flow both into and out of the central *Planning Quality Alternative Assessments* rectangle. For example, in both of the case study schools, *Curriculum Instruction* innovations created a need for *Planning Quality Alternative Assessments* and the assessments spurred further curricular and instructional innovations. Figure 2 displays the seven areas from Figure1 in a linear format and lists, adjacent to each area, the commonalities derived from the case study, i.e., where the schools' experiences were related either through similarities or differences in that area of assessment development.

Figure 1. Seven Areas of Assessment Development: The SERVE Model

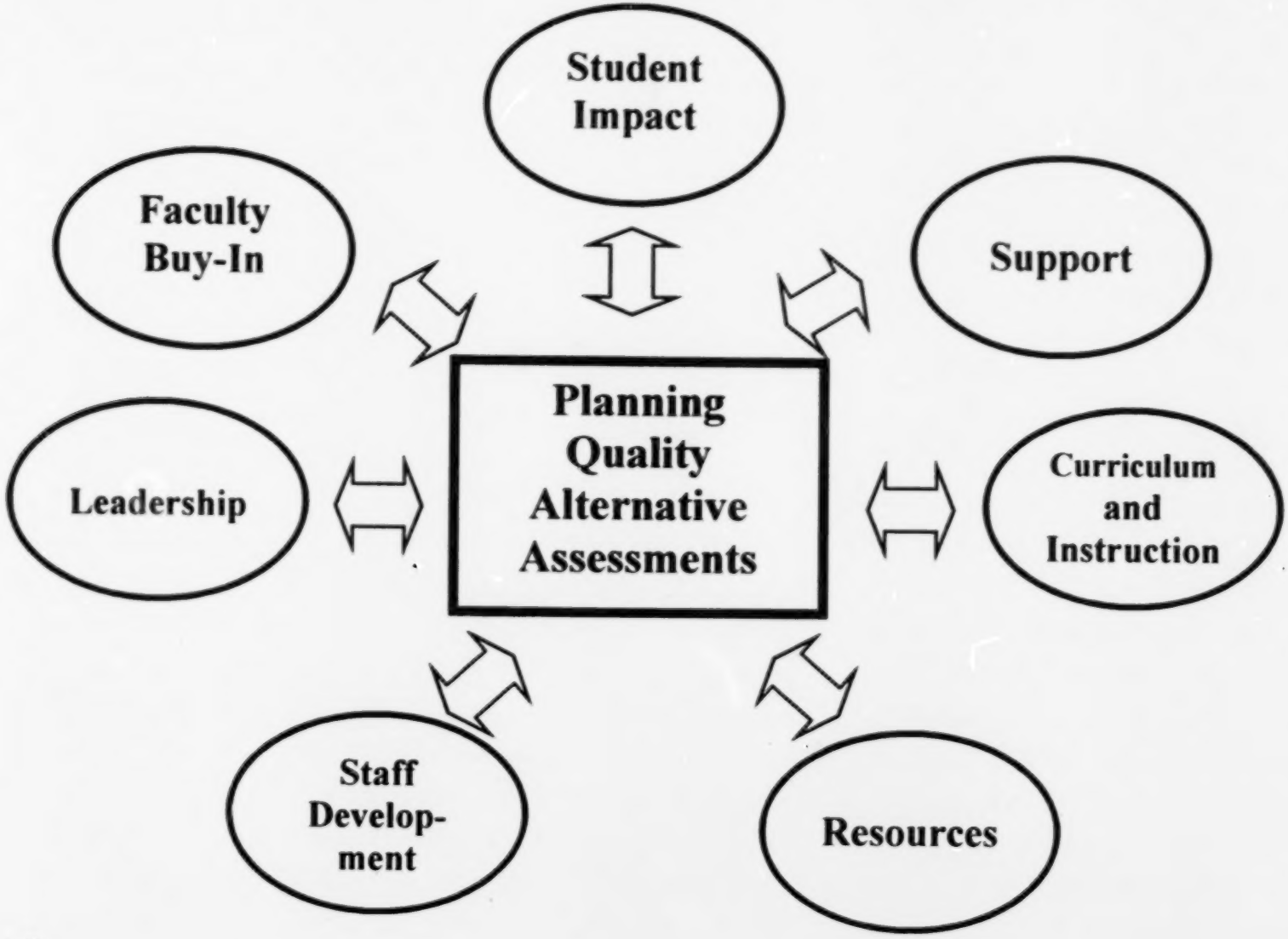

Figure 2. Assessment Development Model: Case Study Commonalities

Area	Case Study Commonalities
Faculty Buy-In	♦ Ownership ♦ Different Pathways ♦ Communication
Leadership	♦ Internal ♦ External ♦ Role of Principal
Staff Development	♦ Needs-Based ♦ School-Specific ♦ Possibilities
Resources	♦ Funding Sources ♦ Expertise ♦ Time
Curriculum and Instruction	♦ Knowledge ♦ Alignment ♦ Instruction ♦ Planning
Support	♦ Policy, Procedures, Permission ♦ Principal Support ♦ Parent Support ♦ Teachers as Change Agents
Student Impact	♦ Making a Difference ♦ Better Teaching ♦ Better Learning

Evaluating the Utility of the Model

Although the model represented the practice at the two case study schools, if it were to have broader utility, information was needed about whether it would encompass or reflect teacher practice at other schools working on alternative assessments. The Kenan Institute for the Arts A+ Schools Program is very active in North Carolina. (Bugg Elementary is an A+ school.) Staff at participating schools attend summer institutes about arts integration, with follow-up sessions conducted at each school throughout the school year. Alternative assessments are especially appropriate for such a program; and, when 30 A+ faculty members met in spring of 1998 to plan for assessment training in the summer, the model was used as part of a group exercise to identify current and future assessment needs. In written reflections after the session, 50% of those attending mentioned the model specifically in answer to the question, *What worked? What about the sessions did you like find effective?* When asked if assessment training

based around the model would help schools focus on alternative assessment, 87% felt that it would.

It was also possible to analyze current and future assessment needs that faculty at the planning session listed during their group exercise with the model. Results of a grounded theory analysis of responses are presented below (Figure 3). The seven areas of the model are identified in the first column, commonalities from the case study are listed in column two, and column three groups A+ faculty responses under the area to which they were most closely related. A review of each area shows considerable overlap between the case study commonalities and A+ faculty members' responses about assessment needs at their schools. Their responses not only confirm the accuracy of areas in the model but also serve to "flesh out" each one with information from those involved or about to be involved in developing assessments.

Figure 3. Assessment Development Model: Case Study and A+ Faculty Commonalities

Area	Case Study Commonalities	A+ Faculty
Faculty Buy-In	♦ **Ownership**	♦ **Ownership** Pockets of success exist Those who have bought in are convinced and dedicated Too much caution Resistance and fear are present
	♦ **Different Pathways**	♦ **Different Pathways** Progress slower than we wish Some may never get there Need to entice and motivate faculty
	♦ **Communication**	♦ **Communication** Needs to involve whole faculty
Leadership	♦ **Internal**	♦ **Internal** Arts environment allows leadership strengths and talents to emerge Dynamic leaders move others Leadership should be inclusive. "We are all in this together."
	♦ **External**	♦ **External** Must start with superintendents We need more PR Better communication between schools
	♦ **Role of Principal**	♦ **Role of Principal** Continuity and consistency are important Need to communicate expectations and promote implementation Support for teachers Need to define what good leadership looks and acts like Need help with change because it's hard to resist the status quo
Staff Development	♦ **Needs-Based**	♦ **Needs-Based** Whole-school staff development sustained over time is key Listen to teachers about what and when Use teacher time wisely
	♦ **School-Specific**	♦ **School-Specific** Use talents within the school Teacher sharing leads to understanding
	♦ **Possibilities**	♦ **Possibilities** Include central office staff and teacher assistants Make staff development part of teacher evaluation Mandate work on arts integration
Resources	♦ **Funding Sources**	♦ **Funding Sources** Need help/encouragement with grant writing Need position to help with funding
	♦ **Expertise**	♦ **Expertise** People are our greatest resources How to make best use of experts for teaching and assessment
	♦ **Time**	♦ **Time** Catch 22, not enough money to buy more time and not enough time to find more money Not enough time to use resources that are available

Figure 3., continued
Assessment Development Model: Case Study and A+ Faculty Commonalities

Area	Case Study Commonalities	A+ Faculty
Curriculum and Instruction	♦ **Knowledge**	♦ **Knowledge** Teacher knowledge of curriculum benefits students Important to know curriculum of other grades
	♦ **Alignment**	♦ **Alignment** Relate arts integration to state curriculum and state testing system
	♦ **Instruction**	♦ **Instruction** Moving from delivery to coaching model Need to recognize assessment as part of instruction Need help with rubrics and standards
	♦ **Planning**	♦ **Planning** Need better collaboration between classroom and arts teachers
Support	♦ **Policy, Procedures, Permission**	♦ **Policy, Procedures, Permission** We need more widespread, more evident support to allay fears of not succeeding
	♦ **Principal Support**	♦ **Principal Support** Principal support really needed, it's sometimes less evident than it ought to be
	♦ **Parent Support**	♦ **Parent Support** Better understanding of assessment needed, better understanding leads to better support Lack of support is frustrating, but parents who are aware and excited are a joy
	♦ **Teachers as Change Agents**	♦ **Teachers as Change Agents** Need support for each other Focus on internal strengths, we must support ourselves first Make teachers with assessment experience more visible and known
Student Impact	♦ **Making a Difference**	♦ **Making a Difference** Can reach students unreachable before All moments become teachable Provides more freedom Makes students responsible for own learning
	♦ **Better Teaching**	♦ **Better Teaching** Leads to happy, self-confident children Provides more valuable and meaningful feedback
	♦ **Better Learning**	♦ **Better Learning** Motivates, excites, interests students More success allows students to assess internally and to grow for themselves Students demonstrate abilities in different areas Focuses on "can" not "can't"

A+ faculty members' responses also included comments that, while not specifically addressing an area of the model, can be summarized to enhance and expand areas of the model so that they better represent the experience of teachers (Figure 4).

Figure 4. Assessment Development Model: New Understandings from A+ Faculty

Area	A+ Faculty
Faculty-Buy-In	**New Understandings:** Barriers to Faculty Buy-In include pressure to 1. "prove" that the A+ Program is effective 2. have high test scores for the state accountability system 3. to "stick to the traditional"
Leadership	**New Understandings:** Leadership focused on children breeds success
Staff Development	**New Understandings:** Emphasize the importance of inclusiveness Close the missing links in communication and share with all
Resources	**New Understandings:** Too little school choice (e.g., textbooks), too many central office restraints, hampered by state/district requirements
Curriculum and Instruction	**New Understandings:** Change is slow and "side trips" can be distracting
Support	**New Understandings:** Include the community. Promote better community awareness and PR. Also need support from superintendents and central office staff. Teachers need to know how to ask for support; how to say what they need.
Student Impact	**New Understandings:** Beneficial unintended consequences, e.g., self-confidence. Changes in students' attitudes toward school. Students feel inspired and positive about learning.

Teachers from 10 schools attending the eastern regional session of the North Carolina A+ Program's statewide summer institutes program were also exposed to the model. In group sessions at the beginning of the institute teachers were asked to use the seven areas to identify their schools' needs in relation to assessment development. The first column in Figure 4 lists the seven areas of the model, column two includes commonalities from the case study schools, and topics listed by A+ teachers at the summer institute are given in column three. There is a strong relationship between the case study areas and those listed by teachers.

Figure 5. Assessment Development Model: Case Study and A+ Teacher Commonalities

Area	Case Study Commonalities	A+ Teachers
Faculty Buy-In	♦ **Ownership**	♦ **Ownership** Most of the staff is sold A united team that believes in their mission
	♦ **Different Pathways**	♦ **Different Pathways** Most of us are still in the experimental stages—finding out what works for our disciplines A work in progress, sometimes it works and sometimes not
	♦ **Communication**	♦ **Communication** Arts teachers are sometimes unaware of what is being taught in the classrooms Need more communication Communicate the vision with staff and community Include everyone
Leadership	♦ **Internal**	♦ **Internal** Everyone is responsible at different times Teamwork Flexibility in our leaders seeing assessment in different ways Leadership is a joint effort, which is very effective in meeting our needs There should not be the same people doing everything, more voluntary participation by all Working together Reorganization into teams may facilitate communication Commitment to the same cause Need new organization of leadership team Communication and accountability throughout the faculty
	♦ **External**	♦ **External** More leadership needs to be given from county and state levels Business partners, communication Need follow-up, encouragement, and backup from central office
	♦ **Role of Principal**	♦ **Role of Principal** Support for new activities and ideas Help facilitate "building of the bridge" Solid, stable, approachable mentors, but could improve by soliciting input from entire staff Open minded and flexible

Figure 5., continued
Assessment Development Model: Case Study and A+ Teacher Commonalities

Area	Case Study Commonalities	A+ Teachers
Staff Development	♦ **Needs-Based**	♦ **Needs-Based** Know where we are going; take small steps and be tenacious about getting there Need computer classes, writing , reading workshops Need staff development to address individual school needs Need more staff input about the kind of staff development we need Need more staff development in alternative assessment Need a variety of topics to address faculty/staff needs Focus on what needs to be done
	♦ School-Specific	♦ **School-Specific** This school needs staff development in developing rubrics, reporting to parents, curriculum alignment, technology, and multiple intelligences Make certain all staff trained in alternative assessment School still needs staff development in the area of assessment Need clarification and specifics about A+ guidelines and expectations
	♦ **Possibilities**	♦ **Possibilities** National partnership of schools Total involvement Continue assessment staff development throughout year
Resources	♦ **Funding Sources**	♦ **Funding Sources** Money Need to be more aware of financial resources
	♦ **Expertise**	♦ **Expertise** Use what we have, use things in non-traditional ways Organize our human resources Arts faculty are an asset to us Learn from and support each other Involve school and community partners
	♦ **Time**	♦ **Time** Time Time to connect with all faculty Time for grade-level planning Time for team planning and preparation

Figure 5., continued
Assessment Development Model: Case Study and A+ Teacher Commonalities

Area	Case Study Commonalities	A+ Teachers
Curriculum and Instruction	♦ **Knowledge**	♦ **Knowledge** Group planning and working together to share skills Share new ideas and how things work with each other Share with the community, especially parents
	♦ **Alignment**	♦ **Alignment** Assessment and curriculum consistent across all grade levels and this alignment understood by school and community Use North Carolina Standard Course of Study Use A+ Curriculum Guide Assessment across the curriculum Integrate with the state accountability system Tie your curriculum and assessment together State has reading, math, and writing assessments; is using only this one method of assessment Integrate the arts, don't just add them in Have a focus
	♦ **Instruction**	♦ **Instruction** Improve instruction to cover curriculum in a variety of ways
	♦ **Planning**	♦ **Planning** Need strategies and methods (forms) for documentation Shared decision making Implement new ideas and stay focused on our goal
Support	♦ **Policy, Procedures, Permission**	♦ **Policy, Procedures, Permission** Planning together with faculty and parents Map out the way Need solid foundation Create family support team Support for parents and students
	♦ **Principal Support**	♦ **Principal Support** Principal support Community support Central office support
	♦ **Parent Support**	♦ **Parent Support** More parental support Parent buy-in to assure their support Parents/community
	♦ **Teachers as Change Agents**	♦ **Teachers as Change Agents** Good staff unity Mentor support for new teachers Good peer/staff support Commitment ot same cause Determination Work together and support each others' ideas

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Figure 5., continued
Assessment Development Model: Case Study and A+ Teacher Commonalities

Area	Case Study Commonalities	A+ Teachers
Student Impact	♦ **Making a Difference**	♦ **Making a Difference** Parent, community support
	♦ **Better Teaching**	♦ **Better Teaching** Offers more ways for teachers and students to succeed 100% participation and involvement in getting the students where they need to be
	♦ **Better Learning**	♦ **Better Learning** Alternative assessment allows students to grow and succeed in their own unique ways Increases test scores Overall student impact evident through test scores, attitudes, and quality products More student involvement in learning to better develop the whole child Has increased student confidence; students understand results and expectations and have become self assessors Students are excellent and honest assessors; we are using peer assessments but need to document them better

Like the A+ faculty, teachers at the summer institute also listed topics not directly related to any of the seven areas in the model. These, summarized in Figure 6, provide information for expanding the model. Of particular interest are new understandings in the are of Student Impact. They make clear that, although alternative assessments may appear very fluid and creative, they must be very carefully planned and implemented so that expectations are communicated clearly to students.

Figure 6. Assessment Development Model: New Understandings from A+ Teachers

Area	A+ Teachers
Faculty Buy-In	**New Understandings:**
Leadership	**New Understandings:** Field trips Use multiple ways of assessing: students assessed in a variety of ways
Staff Development	**New Understandings:** Staff developed designed around work that we need to be working on Practice makes perfect
Resources	**New Understandings:** Need technology resources Need materials for developing units
Curriculum and Instruction	**New Understandings:** Need 100% involvement Open-minded, willingness Use field trips
Support	**New Understandings:** The sum is more than the total parts Use volunteers and resource persons Be committed to hold each other up, to support each other Increase grants from business community
Student Impact	**New Understandings:** Students may not realize that assessment is on-going, not just tests Vague directions cause confusion Stress level can be high Need consistency of expectations Student needs should be assessed and common, clear goals should be shared with everyone (students, community, etc.) Each student needs to share in the end product to feel the success

Conclusion and Future Directions

Based on analyses of information from the multiple data sources in this three-year study, the practice-based assessment development model derived from the initial case studies was effective for other schools. When piloted with faculty who would be training others in arts integration, the model helped to conceptualize steps in the assessment development process. When used in professional development sessions at summer institutes, it assisted teachers to identify assessment needs and make commitments to meet those needs. The model enabled teachers to envision the complexity of the assessment development process as a whole yet identify specific steps on which they could focus their efforts. Additionally, the *new understandings* gleaned from analysis of staff development faculty and classroom teachers' comments about the model embody their real-world experience. Expanding the model to include these will improve its accuracy in representing teacher practice and its effectiveness as a planning tool.

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